DOCUMENT RESUME

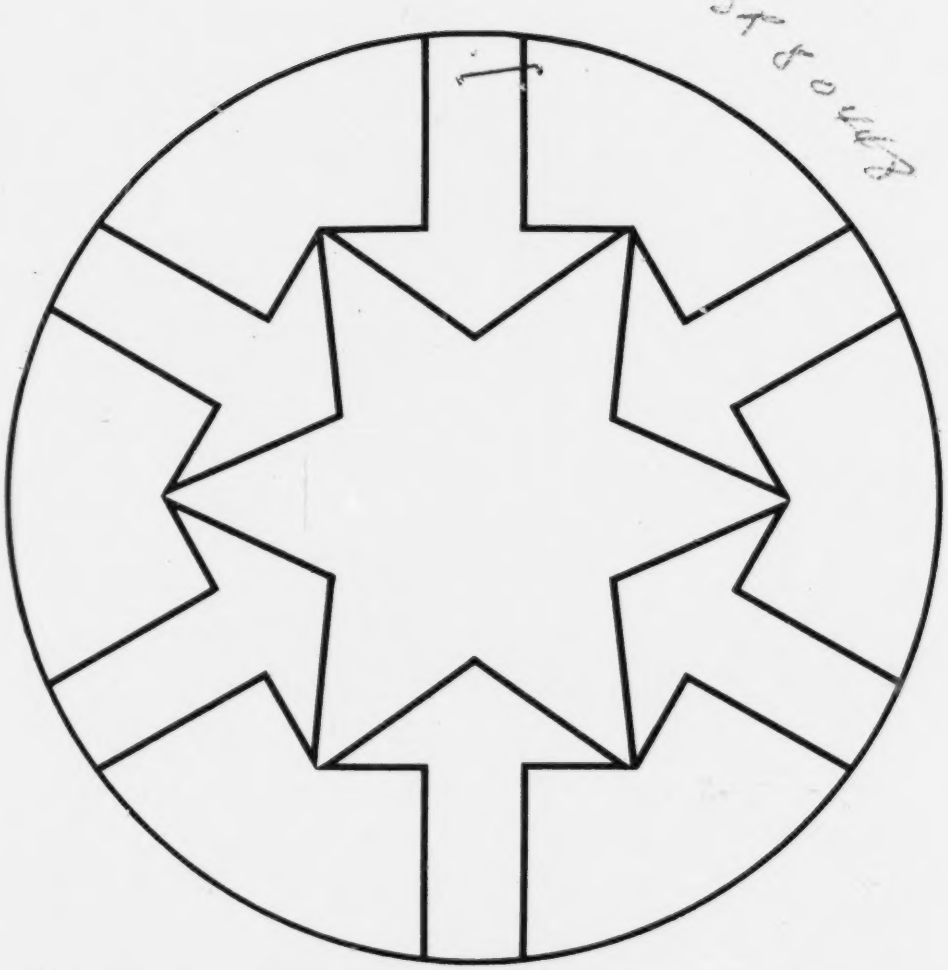
ED 071 298 EM 010 440

TITLE	Introduction to Psychology and Leadership. Part Nine; Morale and Esprit De Corps. Segments I & II, Volume IX-B.
INSTITUTION	Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0448
PUB DATE	71
CONTRACT	N00600-68-C-1525
NOTE	119p.; See also EM 010 418 and EM 010 419
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Autoinstructional Aids; Communication (Thought Transfer); Individual Psychology; Leadership; *Leadership Training; *Military Training; *Morale; Programed Instruction; Psychology; Social Psychology; *Teamwork; Textbooks; Workbooks

ABSTRACT

The ninth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on morale and esprit de corps and is presented in two documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 439 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071298



Introduction To Psychology And Leadership

Volume IX-B

Morale And Esprit De Corps

EM 010 440

ED 071298

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segments I & II

Volume IX-B

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

This material was developed by Westinghouse Learning Corporation's Project Annapolis, under Contract Number N00600-68-C-1525, with the National Center for Educational Research and Development, United States Office of Education, Department of Health, Education and Welfare.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Westinghouse Learning Corp

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Copyright © 1971, by Westinghouse Learning Corporation.
All rights reserved.

TABLE OF CONTENTS

with Margin Index

PART NINE/I Foreword.....*vii*

PART NINE/I Syndactic Text.....1

PART NINE/I Progress Check.....1

PART NINE/II Foreword.....*iii*

PART NINE/II Syndactic Text.....1

PART NINE/II Progress Check.....1

Program Frame Answers.....*i*

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment I

Morale

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The beginning of leadership is a battle for the hearts and minds of men."

Field Marshal Bernard L. Montgomery

The generalized concept of morale is generally understood by anyone who has worked with a group. The problem with teaching the importance of morale and the factors that influence it is that, in reality, morale is elusive. It is not easily analyzed. It does not sit still long enough to be studied under a microscope, therefore statements about morale have to be more general than anyone would like. Regardless of this difficulty, its importance for leadership and mission accomplishment can never be overestimated. Study after study of both combat and non-combat performance consistently point to the relationship between high morale and achievement. The concept of morale may evade neat definition, but it can never be dismissed or forgotten.

MORALE

Summary 1

In this segment we're going to examine that dynamic and complex mental product of human interactions which we call morale. Later we will discuss the somewhat overlapping outgrowth of morale called esprit de corps. But now let's take a look at morale.

A useful general definition is: Morale is a state of mind that has been produced by all the circumstances interacting upon the individual members of a group. If the interactions make membership in a group rewarding and satisfying, high morale will result. The reverse situation will produce low morale. This general definition is good as far as it goes. But morale exists in both individuals and in groups. In terms of the individual, let's say that morale is a mental and emotional state resulting from the sum total of his attitudes toward everything that affects him.

In terms of a group, we can say that high morale is often that attribute of groups that gets results. When it comes to group output, high morale makes the difference. It is present in groups that are efficient and productive; it is absent in groups that aren't. We've defined morale on three levels: in general; with respect to individuals; and with respect to

groups. Remember though, that morale is dynamic and complex and thus escapes really precise definition. What conditions affect morale? First, background conditions may affect morale; these are: environment, personal well-being, and family and personal status. It should be clear enough how these conditions may affect individual or group morale. Secondly, four motivational conditions may affect morale. The four motivational conditions are:

1) The need for status
2) The need for affiliation with others
3) The need for recognition
4) The need for a feeling of personal worth

Visualize yourself in the place of the Color Company Commander during June Week. He has achieved status. He is affiliating in a meaningful relationship with others. He is receiving the recognition of the Superintendent. And he has assuredly achieved a feeling of personal worth. This midshipman is responding to all four of the basic motivational conditions.

The final category of conditions affecting morale is that of combat motivation. This applies specifically to military situations. Battle puts a heavy stress on individuals. The importance of morale in battle situations has been scientifically verified. The Human Relations Research Office, sponsored by the Army, conducted scientific studies which have established two interesting aspects of morale under fire. First, you're apt to stand up in combat if you're with men that stick together and think a lot of each other. The second finding of the

study is that pride counts a lot. If you're personally proud of your unit--if you really have a gut feeling of loyalty to it--that feeling can help bring you out of battle, alive.

Having considered the background, motivational and battle conditions that affect morale, let's look at the value of morale. Here are three points about the importance of morale which are supported by the findings of scientific study. Point One: High morale is the drive that pushes midshipmen to reach their company and battalion goals. Point Two: The only way you can get men to surpass the normal--to attain really outstanding performance--is to build personal desire inside each of them. That kind of desire requires high morale. You don't achieve superlatively and then have high morale. It's the other way around. Look around you, among the Brigade of Midshipmen; the Color Company didn't win its title and then have high morale. It had high morale from the beginning of the year. That's why it won the most points! In short, morale is the spur that produces high achievement. Point Three: If high morale is routine--that is, if most of the midshipmen in your company have been at a relatively high level of morale for a considerable period of time--they'll weather an ugly situation easily. They'll probably regard any difficulty as only temporary.

How can you tell if morale is high or low? There are certain statistical indicators that give you positive clues about the overall state of morale in your group. You can study these and determine a lot about the morale of a unit,

without ever having seen it.

One statistical indicator is excessive evidence of a complaining attitude such as unusually large attendance at sick call. Statistics that indicate lack of self-discipline should be taken into account. A high rate of unauthorized absence and a high venereal disease rate are examples.

Three other statistical indicators are especially applicable in assessing the state of morale. First, look at the number of Captain's Mast cases; if it is high, the morale is low. Second, look at the UA rate; if it is high, the morale is low. The third indicator is the rate of accidents and incidents. Accidents and incidents don't just happen. They result from conditions that have been present for a long time. Poor maintenance and lack of sufficient safety practices breed accidents. These problems result from low morale. Conversely, if accident and incident-promoting conditions are not present and the group is self-disciplined, you can expect group morale to be high.

High re-enlistment rates are another statistical indicator that morale is high.

Lastly, take note of the rate of courts-martial. A high courts-martial rate <u>can</u> indicate low morale, but a low courts-martial rate may simply indicate lax discipline, not high morale. Here at the Academy, however, you can be sure that a relatively high rate of Form Ones for a certain unit within the Brigade would certainly indicate low morale.

While you might begin your assessment of a unit with statistical indicators of morale, you would soon want to employ the more readily observable indicators. Appearance is the first thing to look for. Midshipmen who take the trouble to look the way they should are motivated by high morale. Personal conduct is another observable indicator. High morale breeds professional conduct, as well as general observance of professional etiquette. Voluntary participation in activities which bring credit to the unit is also an indicator of high morale. When morale is high, midshipmen seek wholesome competition in sports, or turn to creative activities which bring credit to them and their groups. If the majority of men in a unit have high morale, the mess and living quarters will be shipshape. The final observable indicator of morale is the response to orders and directives. Lots of griping, arguments, sea lawyer type questioning of superiors and general grudging, or slow-motion response, all indicate low morale.

This is the end of Summary 1. Now, take Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Select the best general definition of morale.

   a. Morale is a state of mind that has been produced by all the circumstances interacting upon the individual member of a group.

   b. Morale is a state of mind that reflects the degree to which members of a group get along with each other.

   c. Morale is the condition manifested by a group of individuals when they have successfully completed a task.

   d. Morale is an index of a group's compatibility.

---

2. Which one of the following best defines individual morale?

   a. The observable aspects of an individual's personality that make him easy to work with and well-liked by his comrades

   b. Morale is the ability of an individual to integrate himself into the mainstream of the working unit to which he has been assigned.

   c. Individual morale refers to the degree of confidence an individual feels when performing his duties.

   d. Individual morale refers to the mental and emotional state resulting from the sum total of his attitudes towards everything that affects him.

3. Select the statement which identifies the conditions affecting morale.

a. Morale is influenced by organizational structure and resulting hierarchical relationships.

b. Morale is influenced by background conditions, motivational conditions, and combat motivation.

c. Morale is influenced by public image and social acceptance.

d. None of the above

---

4. Which one (if any) of the following is a correct statement about high morale?

a. The point about high morale in relation to high achievement is that, once you get a group making high achievement, their morale is certain to rise high.

b. The point about high morale in relation to high achievement is that, once you get a group imbued with a spirit of high morale, they are very apt to rise to high achievement.

c. The point about high morale is that while liberty generally raises morale, achievement will always be lower immediately after reassignment.

d. None of the above

5. Which of the following states how an officer might correctly use statistical and observable indicators to assess morale in a unit?

a. He must consider only statistical indicators (e.g., rate of unauthorized absences, size of attendance at sick call, etc.,) since these are the only reliable indicators of morale.

b. He should evaluate both statistical indicators (rate of unauthorized absences, size of attendance at sick call, etc.) and observable indicators (appearance, personal conduct, condition of mess and quarters, response to orders, etc.) in order to make a valid assessment of the state of morale.

c. An officer may depend on neither statistical indicators nor observable indicators in attempting to assess morale. The only reliable index of morale is performance.

Now, check your answers on page 10.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. a
2. d
3. b
4. b
5. b

If all your answers are correct, go to Summary 2 on page 25. If you missed one or more questions, go through Programed Sequence 1, which begins on the next page.

Programed Sequence 1

OVERVIEW: In this segment we shall examine that dynamic and complex phenomenon known as morale. This programed sequence will present some definitions of morale--a general definition, one pertaining to groups, and finally, one pertaining to individuals. A few words will be said about the importance of morale. And finally, some of the conditions which affect morale will be discussed, as well as ways of assessing the state of morale in any group.

---

1 A useful general definition of morale is: "That state of mind that has been produced by all the circumstances interacting upon the individual members of a group." If the interactions make membership in a group rewarding and satisfying, high morale will result.

If the interactions do not make membership in the group rewarding and satisfying, which of the following is likely to result?

a. Absence of morale
b. Low morale
c. High morale
d. None of the above

2 The general definition is good, as far as it goes, but morale exists in both individuals and groups. The individual's state of morale may differ from that of the group. For example, the individual midshipmen in a company may have high morale and be happy about their last weekend, their chow, their grades, their girl friends and so forth, but, if they lose a basketball game to Army, by just one point, their group morale will be: (Choose one.)

a. High

b. Low

---

3 For an individual, let's say that morale is "a mental and emotional state resulting from the sum total of his attitudes toward everything that affects him." In short, morale, defined in terms of the individual, is his general attitude toward his job, his physical environment at work, his fellow employees, his supervisor, and his organization.

Complete each definition.

a. General definition of morale:	1) The mental and emotional state resulting from the sum total of one's attitudes toward everything that affects him.
b. Definition of individual morale:	2) That state of mind that has been produced by all the circumstances interacting upon all the individual members of a group.

4 We might further define morale in terms of groups. Then we would say that high morale is often an attribute of groups that get things done. It is usually present in groups that are efficient and productive: it is usually absent in groups that aren't.

Given the above statement regarding group morale, what conclusion might we reach about the need for high group morale?

a. A group need not have high morale to accomplish a task, because it will follow automatically after the task is accomplished.

b. High morale is usually necessary if a group is to accomplish its task.

c. Both of the above

d. None of the above

---

5 The three preceding definitions are quite useful, though they cannot completely cover the concept of morale, which is infinitely dynamic and complex. However, we can learn more about morale by discussing some of the conditions which affect it. First, background conditions can affect morale. By background conditions we generally mean three areas: environmental, personal well-being, and family and personal status.

When a junior officer questions a dissatisfied seaman about his work situation, his health, and his family life, the junior officer is investigating to see if the seaman's morale is being affected by: (Choose one.)

a. Background conditions, such as environment, personal well being, or family and personal status

b. Motivational conditions pertaining to the seaman's specific task

6 In addition to the background conditions described above, a second influence on morale is motivational conditions. The four motivational conditions are:

1) The need for status
2) The need for affiliation with others
3) The need for recognition
4) The need for a feeling of personal worth

Visualize yourself in the place of the Color Company Commander during the June Week colors presentation ceremony. He has achieved status. He is affiliating in a meaningful relationship with others. He is receiving the recognition of the Superintendent and he has assuredly achieved a feeling of personal worth. You can assume that this Commany Commander's morale is high as a result of which of the following?

a. Background conditions
b. Motivational conditions

7 The third and final category of conditions affecting morale is that of combat motivation. This relates specifically to morale in battle situations. The importance of morale in battle has been scientifically verified. The Human Relations Research Office, sponsored by the Army, conducted scientific studies which have established two interesting aspects of morale under fire. They are:

1) You're apt to stand up in combat if you're with men who stick together and think a lot of each other.

2) Pride counts a lot. If you're personally proud of your unit, if you really have a gut feeling of loyalty to it, that feeling can help you to come out of battle, alive.

Which of the following exemplifies high morale under fire?

a. The basic dictum of the Marine Corps: No Marine is ever knowingly abandoned. Alive or dead, your unit will bring you back with it.

b. The pride and "stick togetherness" of a crack outfit such as the Green Berets

c. Both of the above

d. None of the above

8 Having considered the background and motivational (basic and combat) conditions which affect morale, let's look for a moment at the value of morale.

Point One: High morale is the drive that pushes midshipmen to reach their company and battalion goals.

Point Two: The only way to get men to surpass the normal--to attain really outstanding performance--is to build personal desire within each one of them. This desire requires high morale. In other words, morale is the spur that produces high achievement, not the product of it.

Point Three: If high morale is routine, a unit is likely to weather an unpleasant situation easily. They will probably regard the unpleasantness as only a temporary situation.

Which of the following states the conclusions about morale which can be substantiated by scientific study?

a. High morale results from high achievement. It is the product of strong personal desire in the leader of the unit. It will continue to be high even when the unit encounters an unpleasant situation.

b. High morale is generally necessary before a group can attain high achievement. It is the drive that pushes men to achieve group goals. It enables units to weather unpleasant situations easily, since if they are accustomed to high morale they will regard any difficulty as temporary.

9 How can one tell if a unit's morale is high or low? There are certain statistical indicators that give positive clues about the overall state of morale in a group. You can study some statistics and determine a lot about the morale of a unit, without eve having seen it. One statistical indicator is evidence of an excessively complaining attitude, such as unusually large attendance at sick call.

A newly assigned junior officer can get some idea of the state of morale in the unit he is taking over by studying the record of attendance at sick call. This officer is using which method to help determine the state of his unit's morale?

a. Observation

b. Statistical indicators

---

10 Statistics that indicate a lack of self-discipline should also be taken into account when assessing a unit's morale. A high rate of Form Ones is an example of statistical evidence showing the likelihood of: (Choose one.)

a. High morale

b. Low morale

11 Three other statistical indicators are:

1) The number of Captain's Mast cases

2) The UA rate

3) The rate of accidents and incidents

You can expect the morale of a group to be high if which of the following is true?

a. Accident and incident promoting conditions are not present; the group shows self-discipline; and the number of UAs and Captain's Mast cases is low.

b. Accident and incident promoting conditions are present, the group shows lack of self-discipline, and the rate of UAs and Captain's Mast cases is high.

---

12 High re-enlistment rates are another statistical indicator of high morale. Finally, a low courts-martial rate can statistically indicate high morale...but, and here we see how morale assessment can be extremely complex...it may simply indicate lax discipline, not high morale. This points up the need for something else besides statistical indicators to properly judge the state of a unit's morale. That "something else" is observable indicators, which can be obtained only by personal contact with the unit.

Two methods available for assessing a unit's morale are then, which of the following?

a. Personal desire and reputation of the unit in the organization

b. Observable and non-observable indicators

c. Statistical and other measurable indicators

d. Statistical and observable indicators

13 The first observable indicator is appearance. Midshipmen who take the trouble to look the way they should are likely to be motivated by high morale. Personal conduct is another observable indicator of morale. High morale breeds professional conduct, just as low morale promotes the opposite.

What are the first two observable indicators by which you might judge the morale of a unit within the Brigade of Midshipmen?

a. Attendance records and reported violations of discipline

b. Academic record and amount of voluntary participation in sports

c. Appearance and personal conduct of members

---

14 Some other observable indicators of high morale are: (1) voluntary participation in activities which bring credit to the group; (2) outstanding condition of the mess and living quarters: and (3) quick, willing response to orders and directives.

The discussion in this and the previous frames should have taught you that the best way to assess the state of morale in a given unit is: (Choose one.)

a. To use only statistical indicators, as these are the only true and objective indices of morale.

b. To use only observable indicators, as the statistical indicators can often be deceptive.

c. To use both statistical and observable indicators, as both should enable you to make a fairly accurate assessment of morale in the unit.

This is the end of Programed Sequence 1. Now, take Summary Post-Quiz 1 on the next page.

Summary Post-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best defines individual morale?

   a. Individual morale refers to the mental and emotional state resulting from the sum total of his attitudes towards everything that affects him.

   b. Individual morale refers to the degree of confidence an individual feels when performing his duties.

   c. Morale is the ability of an individual to integrate himself into the mainstream of the working unit to which he has been assigned.

   d. The observable aspects of an individual's personality that makes him easy to work with and well-liked by his comrades

---

2. Select the best general definition of morale.

   a. Morale is an index of a group's compatibility.

   b. Morale is a state of mind that reflects the degree to which members of a group get along with each other.

   c. Morale is a state of mind that has been produced by all the circumstances interacting upon the individual members of a group.

   d. Morale is the condition manifested by a group of individuals when they have successfully completed a task.

3. Select the statement which identifies the conditions affecting morale.

a. Morale is influenced by public image and social acceptance.

b. Morale is influenced by organizational structure and resulting hierarchical relationships

c. Morale is influenced by background conditions, motivational conditions, and combat motivation.

d. None of the above

---

4. Which one (if any) of the following is a correct statement about high morale?

a. The point about high morale is that while liberty generally raises morale, achievement will always be lower immediately after reassignment.

b. The point about high morale in relation to high achievement is that, once you get a group making high achievement, their morale is certain to rise high.

c. The point about high morale in relation to high achievement is that, once you get a group imbued with a spirit of high morale, they are very apt to rise to high achievement.

d. None of the above

5. Which of the following states how an officer might correctly use statistical and observable indicators to assess morale in a unit?

a. He should evaluate both statistical indicators (rate of unauthorized absences, size of attendance at sick call, etc.) and observable indicators (appearance, personal conduct, condition of mess and quarters, response to orders, etc.) in order to make a valid assessment of the state of morale.

b. He must consider only statistical indicators (e.g., rate of unauthorized absences, size of attendance at sick call, etc.,) since these are the only observable indicators of morale.

c. An officer may depend on neither statistical indicators nor observable indicators in attempting to assess morale. The only reliable index of morale is performance.

Now, check your answers on page 24.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. c
3. c
4. c
5. a

Now, go to Summary 2 on page 25.

Summary 2

We have discussed the two basic approaches to measuring morale: they are, using either statistical or observable indicators. Now, more specifically, three methods of directly measuring morale which the Navy employs are: observation, inspections, and attitude surveys.

You should constantly employ observation to measure morale. You should already be using it. It's your main tool, especially when you become a commissioned officer. As a midshipman or junior officer, you should inwardly assess every indication you find that tells you anything about the morale of the men you're dealing with. In all your daily routine, as you issue orders, as you talk to your men, as you check their work, be on the lookout for indicators of the state of morale.

To be accurate, you must be objective, and you must have a genuine rapport with the men you're observing. Be alert for wrinkled uniforms, poorly kept rooms, unshined shoes, extraordinary amounts of grumbling and bickering. You can preserve your status and your proper distance and yet let it be known that you can provide advice, understanding, and help.

Direct observation has one major advantage and one major disadvantage. By directly observing people you can tell more about them than any number of questionnaires will disclose. Is the griping about the chow or is it really about liberty as compared to other divisions? Is the boatswain's mate 1/c really as mean as he seems, or is he acting nasty to cover up

his fear about an ulcer he's afraid to see the corpsman about? The disadvantage of direct observation is that it may be unsystematic and may miss important details. Sometimes a morale problem has to generate quite a bit of steam before it is noticed. Negative feelings, whether based on real or imaginary ills, often don't come out in the open until they are in a really troublesome stage. Furthermore, certain gripes may be the kind that no one will ever make in front of you, unless you carefully set the stage and make an appropriate direct query. Make a point of directly noticing certain features and certain men at specific times. Direct observation as a tool is only as powerful as you choose to make it. As midshipmen, you can and should start practicing now!

A second major approach to measuring morale is by inspection. As a midshipman, you will not initiate too many inspections, but you will participate in them. Inspections provide an excellent means to apply certain overall standards against an entire unit. If the appearance of your men is satisfactory, and if their equipment, and their performance with that equipment is equal to or above the standard expected of them, the chances are that their morale is sufficiently high.

The third and last method of measuring morale is an attitude survey. Sometimes, such a survey can be carried out by means of interviews. If the men respond cheerfully and express contentment, their morale is likely to be high. But if they are restrained, unresponsive, looking for a transfer,

or generally not happy, their morale needs a boost. Surveys may also be conducted through questionnaires. Most formal surveys within the Navy are carried out by special research agencies. However, the results of such surveys are made available to unit commanders, and you may, through your Commanding Officer, have access to the data acquired by a survey.

So far in this and the previous summary we've defined morale, we've looked at the nature of it, we've considered its importance, we've outlined the major indicators of morale, and we've discussed methods of measuring morale. Now it's time for us to spell out the critical areas for a leader to consider with respect to morale. Following that, we will look into the specific Navy policy on morale development.

There are two critical areas regarding development of high morale: purpose and influences. If you keep in mind the purpose of morale, and try to implement that purpose by selecting the most effective influences, you'll be providing proper leadership. The purpose of good morale is to get the job done. The Navy exists to carry out certain missions. A necessary and important part of those missions is contained within the specific tasks of your group. Therefore, you want high morale among your men in order to carry out those tasks. When you build high morale, you will build up a body of attitudes. The sum total of those attitudes will, in turn, act as a catalyst; they will motivate your men to perform well. Your basic plan will be to minimize frustrations and to

generate a positive attitude, a desire to do the job.

The influences that count the most in generating this positive attitude are the ones that are closest to home. Hit hard on the background motivations that we discussed earlier. Try to find the things which have the most personal impact on your men, and use them to build high morale. If a man is struck by a negative morale factor--such as a personal tragedy--combat its effect on him by counseling, understanding, and sympathizing. If he brought his trouble on himself, you can still help by seeing that corrective action is administered and noting any improvement. On the positive side, try to appeal to the four basic motivations. Let your men know you'll help them get ahead, as well as with day-to-day problems. See to it they get the privileges due them. Emphasize the goals and accomplishments which bring prestige to the man and the group. Work to build them into a unit that sticks together.

Now, we'll conclude this segment by focusing our attention on the Navy's policy concerning morale.

Since morale is the force that gets things done, the Navy is officially concerned about it. Its position is that high morale necessitates continuous effort and organized attention. This attention should be directed in terms of four factors: the needs of the service, the desires of individuals, the quality of leadership, and the conditions within individual units relating to combat. The needs of the service are, of course, the overriding consideration of all Navy activity.

Under combat conditions, the overall state of morale is highly critical if the Navy's mission is to be accomplished. Morale is a product of the attitude men have toward the stress of combat. If men enter combat fresh and rested, they will perform better. If they have been trained by experiencing real hardship, they will face combat better. Each man in a unit is watching for clues as to how events are influencing his personal interests. His morale goes up or down according to whether he feels threatened or not. The kind of information men receive in battle is important. Truthful announcements that admit difficulties but emphasize positive plans to overcome them are important.

To conclude this Summary, study Figure 1 on page 30, where you will find twelve tenets of high morale. All of these should help you to put into practice what you have learned about morale.

Twelve Tenets of High Morale

One.	Confidence. Your men must know that you have professional ability--develop and demonstrate that ability.
Two.	Problems and welfare. Look after your men.
Three.	Communicate. Let every man know what's going on and why.
Four.	Employ a consistent impartiality; firm, fair and friendly.
Five.	Respect your men and show this respect to them.
Six.	Find out what your men are thinking.
Seven.	Be available. Let them see and talk to you.
Eight.	Help plan and carry out your unit's work.
Nine.	Supervise. Check up on what's going on. Don't leave everything to the control of your subordinate officer.
Ten.	Develop your men. Get them interested in improving themselves.
Eleven.	Know each man, by name at least, and preferably something about his background as well.
Twelve.	Develop and publish a well-planned leave schedule for all men in the unit. Unless there are extremely extenuating circumstances, no man should ever lose any of his annual leave.

Figure 1

This is the end of Summary 2. Now, take the Quiz on the next page.

Summary Pre-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which one (if any) of the following is correct about how closeness of a situation can influence morale?

   a. The closer a situation is to a man, the more likely it is to influence his morale.

   b. The closer a situation is to a man, the less likely it is to influence his morale.

   c. Both of the above

   d. None of the above

---

2. Which one (if any) of the following is a correct statement about accuracy of observation as a method of measuring morale?

   a. Effective use of observation as a method of measuring morale is possible only if the leader has a good rapport with his subordinates and if he is capable of maintaining an objective point of view toward them.

   b. Questionnaires have become very much a part of the modern Navy and are routinely employed by many Commanding Officers as an effective substitute for observation.

   c. In order to observe accurately those conditions affecting morale, a leader must forget his status and reduce any distance from his subordinates.

   d. Observation is the most systematic and efficient method of assessing morale, as it is virtually impossible for a Commanding Officer to miss important details which may indicate morale problems.

3. Which one (if any) of the following is a correct statement about attitude surveys?

a. Attitude surveys may sometimes provide a useful supplement to information gathered by other means of assessing morale.

b. As a military leader you should become skilled at structuring formal questionnaires as this method can provide information about your men that cannot be acquired through direct interview.

c. Attitude surveys are self-defeating in that men usually respond to this type of inquiry with suspicion, thus lowering morale.

d. Attitude surveys are rare in the military organization. When used, the results are not available to unit commanders.

Now, check your answers on page 34.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. a
3. a

If all your answers are correct you have completed this segment. If you missed one or more questions go to the next page and go through Programed Sequence 2.

Programed Sequence 2

OVERVIEW: In Programed Sequence 1 we discussed two basic approaches to measuring morale: i.e., using statistical and observable indicators. The Navy employs three methods of directly measuring morale. These are: observation, inspections, and attitude surveys. In this programed sequence we shall discuss these three methods, as well as the Navy's policy concerning morale.

---

1 Direct observation is the first method the Navy employs for measuring morale. As a midshipman or junior officer, you should inwardly assess every indication you find that tells you anything about the morale of your men. In your daily routine, as you issue orders, as you talk to your men, and check their work, be on the lookout for indicators of high or low morale.

Which of the following junior officers is correctly applying the method of direct observation to assess the state of morale.

a. The junior officer who goes about his daily routine with an objective eye out for signs of high or low morale. He maintains a proper distance, yet has a genuine rapport with his men.

b. The junior officer who goes about his daily routine with a fixed notion that morale is high or low, and seeks evidence to prove his point. He maintains the proper distance, and carefully avoids establishing any rapport with his men.

2 Direct observation has one major advantage and one major disadvantage. The advantage is that a direct observer can tell much more about a man or a group than any number of questionnaires will disclose. The disadvantage is that direct observation may sometimes be unsystematic and the observer may miss important details. As an officer, you can be on the alert to overcome this disadvantage.

Which of the following would be appropriate actions for an officer to take to overcome the disadvantage of direct observation?

a. Make a point of directly noticing certain features and certain men at specific times.

b. Avoid just breezing past the men and asking "Is everything OK?" Ask specific, direct questions, and pay attention to the replies.

c. Carefully set the stage so that your men feel free to voice honest opinions in front of you.

d. All of the above

---

3 A second major approach to measuring morale is by inspection. As a midshipman, you will not initiate too many inspections, but you will participate in them. Inspections provide an excellent means to apply certain overall standards against an entire unit.

If the appearance of your men is satisfactory and if their equipment, and performance with that equipment, is equal to or above the standard, the chances are: (Choose one.)

a. That their morale is sufficiently high

b. That their morale needs a boost

4 The third and last method of measuring morale is by means of an attitude survey. Such a survey can be conducted by interview; at other times, a written questionnaire is more practical or appropriate. Most formal surveys within the Navy are carried out by special research agencies, so you are not likely to perform this kind of morale measurement on your own. However, you may have access through your Commanding Officer to the data acquired by a survey, and thus supplement what you have learned through direct observation or inspection.

So far, we have discussed three methods employed in the Navy for measuring morale. What are they?

a. Direct confrontation, statistical analysis, and use of incentives

b. Direct observation, inspection, and attitude surveys

5 Now we shall try to spell out the critical areas for the leader to consider with respect to morale. There are two critical points for the leader to remember in trying to develop high morale. These are: purpose and influences. The leader must keep in mind the purpose of morale, and try to implement that purpose by selecting the most effective influences. The purpose of high morale is to get the job done. The Navy exists to carry out certain missions. A necessary and important part of those missions is contained within the specific tasks of your group. Therefore you want to build high morale among your men in order to carry out those tasks.

The larger, and all important, purpose of high morale is which of the following?

a. To accomplish the unit's specific task

b. To support the efforts of the leader

c. To get the Navy's job done

6 Your basic plan as a leader interested in fostering high morale will be to minimize frustrations as much as you can, and to help generate a positive attitude among your men. This brings us to the second major critical point regarding morale: influences. The leader must be aware of the influences that count the most in determining morale, and deal wisely with them. This means that if a man is struck by a negative morale factor due to some background conditions--death of a loved one, for example--you can help combat its effect on him by counseling, understanding, and sympathizing. Even if he brought the difficulty on himself, such as by going UA, you can still help his morale.

Which of the following approaches would be most likely to help foster high morale?

a. Counseling a man just back from UA that he'll receive prompt, but just, corrective action, and letting him know that you will take note of future improvement, if he tries to do better.

b. Counseling a man just back from UA about the magnitude of his offense, and threatening him with the possible adverse consequences of his behavior.

7 On the positive side, you can appeal to the four basic motivations we have mentioned before.

1) The need for status
2) The need for affiliation with others
3) The need for recognition
4) The need for a feeling of personal worth

It is safe to assume that if each man in the unit is fulfilling these needs by participation in the unit, individual and group morale will be high.

---

8 Since high morale is the force that gets things done, the Navy is officially concerned about it. The Navy stresses that high morale requires continuous effort and organized attention. This attention should be directed according to, in order of importance: (1) the needs of the service; (2) the desires of individuals; (3) the quality of leadership; and (4) the conditions imposed by combat. The needs of the service are, of course, the overriding consideration of all Navy activity.

Which of the following are general conditions and situations upon which morale depends?

a. The needs of the service
b. The desires of the individuals
c. The quality of leadership
d. The number of leaders
e. All of the above

9 In combat, the overall state of morale is highly critical. Morale is a product of the attitude men have toward the stress of combat. If men enter combat fresh and rested, and, if they have been trained by experiencing real hardship, they will face combat better. Each man in a unit is watching for clues that will tell him how events are influencing his own personal interests. His morale goes up or down according to whether he feels threatened or not. Therefore, the kind of information men receive in battle is important.

How might an officer convey information in battle so as to positively influence morale?

a. Make truthful announcements that admit difficulties but emphasize positive plans to overcome them.

b. Make sure that bad news does not filter down to the men in the unit, as this will adversely affect the positive effects of morale which they have acquired in training.

---

10 To review this programed sequence and to help you put into practice what you have learned here about morale, study Figure 1, the Twelve Tenets of High Morale, on page 42.

Twelve Tenets of High Morale

One.	Confidence. Your men must know that you have professional ability--develop and demonstrate that ability.
Two.	Problems and welfare. Look after your men.
Three.	Communicate. Let every man know what's going on and why.
Four.	Employ a consistent impartiality; firm, fair and friendly.
Five.	Respect your men and show this respect to them.
Six.	Find out what your men are thinking.
Seven.	Be available. Let them see and talk to you.
Eight.	Help plan and carry out your unit's work.
Nine.	Supervise. Check up on what's going on. Don't leave everything to the control of your subordinate officer.
Ten.	Develop your men. Get them interested in improving themselves.
Eleven.	Know each man, by name at least, and preferably something about his background as well.
Twelve.	Develop and publish a well-planned leave schedule for all men in the unit. Unless there are extremely extenuating circumstances, no man should ever lose any of his annual leave.

Figure 1

This is the end of Programed Sequence 2. Now take Summary Post-Quiz 2 on page 43.

Summary Post-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which one (if any) of the following is a correct statement about accuracy of observation as a method of measuring morale?

   a. Questionnaires have become very much a part of the modern Navy and are routinely employed by many Commanding Officers as an effective substitute for observation.

   b. In order to observe accurately those conditions affecting morale, a leader must forget his status and reduce any distance from his subordinates.

   c. Observation is the most systematic and efficient method of assessing morale, as it is virtually impossible for a Commanding Officer to miss important details which may indicate morale problems.

   d. Effective use of observation as a method of measuring morale is possible only if the leader has a good rapport with his subordinates and if he is capable of maintaining an objective point of view toward them.

---

2. Which one (if any) of the following is correct about how closeness of a situation can influence morale?

   a. Both of the above

   b. The closer a situation is to a man, the more likely it is to influence his morale.

   c. The closer a situation is to a man, the less likely it is to influence his morale.

   d. None of the above

3. Which one (if any) of the following is a correct statement about attitude surveys?

a. Attitude surveys are rare in the military organization. When used, the results are not available to unit commanders.

b. Attitude surveys may sometimes provide a useful supplement to information gathered by other means of assessing morale.

c. Attitude surveys are self-defeating in that men usually respond to this type of inquiry with suspicion, thus lowering morale.

d. As a military leader you should become skilled at structuring formal questionnaires as this method can provide information about your men that cannot be acquired through direct interview.

Now, check your answers on page 46.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. d
2. b
3. b

This is the end of Part Nine, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment I

Morale

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MORALE

PROGRESS CHECK

Question 1.

Which of the following is the best definition of morale?

a. The state of mind that has been produced by all the circumstances interacting upon the individual members of a group

b. A set of values adhered to by a group of people

c. The state of mind of a group of people when all of them are contented

d. The motivation to perform to the best of one's ability

Question 2.

Polaris submarines go on 60-day patrols during which the crew can send no messages whatsoever and incoming messages are screened and limited. The submarine stays underwater for the entire patrol, so there is no contact with passing ships.

Which of the following sets of background conditions would be most critical in this situation?

a. Isolation, fatigue, need for status

b. Danger, unpredictable superiors, need for recognition by significant people

c. Isolation, restriction of movement, lack of contact with family

d. Feeling of being an outsider, restriction of movement, need for status

---

Question 3.

Which of the following could be regarded as (a) motivational factor(s) in entering wholeheartedly into the Color Company competition?

a. Need for status

b. Need for recognition

c. Feelings of personal worth

d. All of the above

Question 4.

Which of the following best describes the importance of high morale?

a. Without high morale, outstanding performance is unlikely.

b. Only when morale is high can the ship's mission be accomplished.

c. When morale is low discipline cannot be maintained.

d. High or low morale has little effect on the overall performance of the ship's company.

Question 5.

Aboard the USS Neversail (BLDG-101) the S Division received an "outstanding" at their last personnel inspection, and had all men in the division present for the inspection. The R Division also passed the inspection, but with a mark of "good" due to the fact that several men displayed less than ideal general appearance plus unsatisfactory shines on their shoes. Seven men from R Division were absent from the inspection; one was on leave, and six had reported to sick bay.

Which of the following statements best describes the type of morale indicators which are noted above?

a. Observable because of their appearance at the personnel inspection and statistical because of the number of absentees

b. Statistical because of the grade received at the personnel inspection and the number of absentees from the inspection

c. Observable because of the appearance of the men during the personnel inspection; statistical data are not indicators of morale

d. Observable because of the lack of 100% attendance at the inspection

Question 6.

A cruiser was undergoing refresher training. During the first General Quarters drill the crew exceeded the maximum allowable time for setting the prescribed damage control condition. One of the Fleet Training Group officers was heard to remark that although they failed the drill, morale was good because the men offered quite a few constructive suggestions during the critique session after the drill.

By which method was the officer measuring the men's morale?

a. Observation

b. Inspection

c. Interview

d. Evaluation

Question 7.

Which of the following statements defines the principal concerns you as a division officer must have, with respect to morale, in order to be an effective leader?

a. Ensure that frustrations are minimized and that your personal objectives are achieved regardless of the attitude of your men.

b. Achieve high morale in your division by ensuring your men get as much liberty as possible and are not harassed by having to maintain high standards of personal appearance.

c. Ensure that frustrating conditions under your control are minimized, that your men understand fully their mission and its importance, and thereby develop a positive attitude toward mission accomplishment.

d. You must ensure that your men get more liberty, better chow, and more promotions than men in other divisions to keep morale high in the division.

Question 8.

You are a division officer aboard a destroyer which is undergoing an overhaul period. You are attending a short course of instruction at the shipyard, and are gone from the ship every day from immediately after quarters until the noon meal. Your men are scattered during the day, because some of them are working in the shops at the shipyard on some of the ship's equipment, some are working aboard the ship on other equipment, and some are standing fire watches throughout the ship. The only time you see some of your men in a group is during the Friday afternoon recreational period. You need to build the morale of your division and division unity since you have had several of your men transferred and new men report aboard.

Which of the following offers the best approach for building your division's morale?

a. Ensure that your men know where and when you can be reached; get as many as possible of your men to participate in the Friday afternoon recreational period.

b. Schedule meetings with all the senior petty officers on Saturday mornings to talk things over.

c. Promise your men that if they do well during your absence for the next several weeks, you will see that they get extra time off when you return.

d. Let the leading chief and the senior petty officers of your division take care of any problems that arise and also worry about the morale problem, until you return.

Question 9.

LT Swann has a highly desirable shore billet which is a two-year assignment. He has been going to graduate school at a nearby university. He submits a request to extend for another year so he can complete his degree. The Navy will not permit him to extend. In terms of keeping up his morale, how should you tell him his request has been denied, and he will be transferred to sea duty?

a. Simply tell him that since his shore billet is so desirable, another officer must be given a chance at it. That's why it's a two-year tour by Navy policy.

b. Recognize his personal effort and sacrifice in attending graduate school, but explain that his shore duty billet is a two-year billet by policy.

c. Explain that an operational tour at sea is recommended to broaden his command background and give him the operational experience needed for higher command billets. Further explain that he'll probably be given opportunity to complete graduate school after sea duty if he so requests.

d. Both b and c above

Question 10.

During the latter part of 1967, the outpost of Con Thien just south of the DMZ in Vietnam was under daily heavy mortar, artillery, and rocket attack. The units assigned to defend the position were regularly rotated. A Marine 2-LT rifle platoon leader in a unit scheduled to relieve a unit on Con Thien had a tremendous leadership job ahead of him. Notification of the assignment immediately put the unit under stress. The immediate concern of the 2-LT platoon leader was to ensure that his men had the right attitude about Con Thien and to keep their morale up. How should the platoon leader build the morale prior to the relief, and keep morale high in the face of continuous enemy pressure?

a. Tell the platoon that what they have heard really isn't true, that Con Thien actually is quiet compared to their last area.

b. Give the men the straight word on Con Thien. Tell them why they were selected to do the job, and tell them how you plan to improve the defenses to provide more protection.

c. Tell the men how rough it is going to be, but that you don't anticipate more than 50% casualties during the period.

d. Don't frighten the men with casualty statistics but remind them that they are all Marines and have been given a mission to defend Con Thien and that's what you plan to do.

Nine/I/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Nine SEGMENT I

REMEDIATION TEXT Syndactic Text-Vol IX-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Summary 1 Page 1
2	c	Summary 1 Page 2
3	d	Summary 1 Page 2
4	a	Summary 1 Page 3
5	a	Summary 1 Pages 3-5
6	a	Summary 1 Pages 3-5
7	c	Summary 2 Pages 27-28
8	a	Summary 2 Pages 27-28, 30
9	d	Summary 2 Pages 27-28, 30
10	b	Summary 2 Page 30
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

Syndactic Test

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"In a study of some 70 tactical episodes of operation Neptune, the airborne phase of the Normandy invasion, it was found that only a minor fraction was successful if the original unit was disrupted during the drop. If an officer or a noncommissioned officer collected a group of men he had never commanded and tried to lead them into battle, the results were almost uniformly unsatisfactory. The same observations were made from a study of battle stragglers in the Ardennes operation; individual stragglers had little combat value when put into a strange organization...."

Janowitz

This conclusion by an eminent sociologist specializing in the military gives powerful evidence to the importance of group solidarity. The degree to which a leader is able to mold the group into a working team is a prime factor in the group's performance. Combined with the physical and emotional closeness of group solidarity is the encompassing esprit where group members invest themselves and their group with esteem and pride.

GROUP SOLIDARITY AND ESPRIT

Summary 1

In the previous segment we learned about morale in general. We saw morale as an individual concept--the mental and emotional state of the individual plus his attitude toward the job. We also examined morale as a group concept--an elusive element which distinguishes a productive organization from an unproductive one. Now we are going to analyze two relatives of morale--group solidarity and esprit de corps.

Group solidarity can best be defined as the sense of "unity and integration" felt among members of a unit. We shall examine the elements that characterize group solidarity and then proceed to the ways of building or inspiring it within a group. Lastly, we shall analyze the various forces at work when a group enters combat. Environmental factors such as fear tend to tear down the normal fibers constituting group solidarity. But the influences of combat are not all negative. There are some positive forces at work during combat which counteract disruptive elements such as fear. A good commander knows that combat can strengthen as well as destroy unity and integration in a group.

Esprit de corps encompasses group solidarity and cohesion, but extends farther than that. Although esprit includes group solidarity it is not synonymous with it. Esprit is a common spirit. It is a "feeling" that pervades the members of a group and inspires enthusiasm, devotion, and a zealous regard for the group's honor. The characteristics of esprit will be discussed, as well as some general rules for building or maintaining it.

Let us now examine further the concept of group solidarity. Group solidarity is the sense of unity and integration felt by a group. Although group solidarity may be a valuable asset in a business office or school faculty it is an essential element for combat units. There are three major components of group solidarity. The first component is "internal cohesion." Internal cohesion is mutual loyalty and reciprocal affection plus the binding ties of loyalty, and respect. A cohesive force based on these interdependencies has long staying power and resists disintegration. The second component is a unification of interests--the directing of all attention toward common goals. The third component pertains to the extent of the individual's identification with the group--how strong is the "we" rather than the

"me"? The individual should perceive the group as if it were an extension of himself, e.g., the group's welfare is his own welfare, the group's goals are his goals.

Group solidarity can be critical. It adds to the effectiveness of a trained and skilled unit, especially in stress situations where teamwork is essential. But sometimes the solidarity of a single group becomes a headache to organization leaders. This can happen when unit members decide that they are so "different" or so "special" that they deserve unique treatment. Then they may try to develop goals which are not in harmony with the rest of the organization. Conflicts result. Take the case of marksmanship team shooters. To field a nationally recognized team, an organization must be prepared to spare these men for prolonged periods of time. Often these groups begin to develop their own goals and request time off to compete for the pleasure of the group and not for the benefit of the organization.

Often the goals determined by a group or an organization will conflict with those of an individual. This is not a major problem. Most persons expect and tolerate some conflict. In fact, there is a whole "zone of indifference" in most people. A person usually refuses to cooperate only when he has become convinced that the conflict is fundamental to his entire value system.

Now let us consider some of the factors a good leader seeks to foster in order to promote solidarity in his unit. First of all, try to provide an opportunity for your men to develop close associations. Group activity must not be unduly disturbed in order to accomplish tasks elsewhere and with other units. Men must be able to spend an adequate amount of time together. Secondly, remember that your men should share a common purpose. Remember too, that an acceptable common purpose necessitates teamwork. Think in terms of sailing a boat. Obviously the crew must work in harmony. . .they must plan to come about at the same time. . .they must share a common purpose. Next, keep in mind that a unique experience, such as the shared accomplishment of a very dangerous mission, helps build group solidarity.

The fourth way in which you may build solidarity is through competition. Intramural sports help to develop new respect and esteem among team members. In the final contest, winning or losing will not be critical. What <u>is</u> critical, however, is the team's sense of unity. Competition in all sports--softball, soccer, basketball--binds a group together. Our last, and perhaps most important, point of all is interpersonal communication. Men cannot build up interpersonal bonds unless they know and understand each other. These bonds rest on communication. Cartoonists often depict

isolation by drawing subway riders buried in newspapers or staring straight ahead, caught up in the complexity of their own thoughts. These people share no common purpose and communication does not exist. For effective groups, however, communication is indispensable.

A good leader must not only know the characteristics of group solidarity and how to achieve it, but he must also maintain a constant alert for negative factors which may affect group solidarity.

The first negative factor is differences among group members. Naturally each man enters the unit with a different frame of reference based upon his background. A good leader does not seek to obliterate these differences; he seeks to ensure that the differences are accepted within the group.

Second, rapid changeover in membership is detrimental to group solidarity. Certainly, individuals who are frequently detailed to work with other squads will not have an opportunity to share enough experiences with each other to develop unity.

Thirdly, unresolved conflicts over the most appropriate action to achieve common goals, are extremely dangerous. Significant conflicts concerning the unit's goals and objectives must be promptly resolved.

Fourth, the pursuit of goals by different parts of the organization may cause a dilution of the unit effort and will definitely adversely affect group solidarity.

As we have seen, detriments to group solidarity include: unaccepted differences, rapid membership changeover, unresolved disagreements over ways to achieve common goals, and pursuit of goals by different parts of the organization.

We have learned about the characteristics--both positive and negative--affecting group solidarity. Our next step is to consider specific actions, i.e., ways in which a good leader builds and maintains group solidarity.

An effective commander provides concrete goals; he offers rewards; he creates expectations of success, and stresses communication. If we examine each one of these points separately, we see that the effective leader never neglects the importance of goals. He leads the way with clarity. He makes goals concrete, meaningful, and immediate. He does not rely on words representing the "ideal," or "sometime" in the future. He talks about "now," and "tomorrow" and the "next" mission.

He offers rewards--pertinent rewards. This does not mean a special decoration in every circumstance. The reward may be a simple form of reinforcement such as praise for a job well done. Well-selected rewards offer very useful incentives. As an effective leader, you create a feeling of progress and an atmosphere of success. Periodically, you should point to the group's past record with pride, and thus develop continuous expectations of success.

Successful communication is not easily achieved. Men must relate as well as simply talk with one another. Only continuous and productive communication, both among members, and between the leader and group members, will ensure understanding among group members, and prevent disagreements obstructing goal attainment.

Combat affects group solidarity both positively and negatively. From the negative standpoint, there is fear, physical deprivation, perhaps hunger or thirst, and often pain. There are personnel losses with the accompanying emotional impacts. Communication breaks down and individuals cannot see or hear their buddies--cannot feel their presence.

But there is also a positive standpoint. A confrontation with an outside hostile element forces unit members to depend upon one another for survival. Stress conditions, internal antagonism and disruptive behavior tend to be repressed.

Another positive aspect of combat is its clear and precise goal. All personnel know the group's objective, and usually each man has been assigned a precise duty toward "mission accomplishment." In addition to clear objectives and specific duties, in combat there is a powerful sense of immediacy and vitality of purpose. The enemy must be defeated! The combat situation inspires teamwork. It requires mutual

dependency because each man's life depends largely on the actions of others. Attachment to and identification with one's unit become all important.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following best explains how combat affects group solidarity?

   a. Combat has no noticeable effect upon group solidarity if the general morale of the unit is high.

   b. Combat has both positive and negative effects on group solidarity. On the positive side, it can strengthen the threads of unity and integration. On the negative side, such elements as fear, physical deprivation, personnel losses, and communication breakdowns tend to disrupt group solidarity.

   c. Combat has no positive effects upon group solidarity. It causes a group which had weak solidarity, to lose unity and integration.

   d. None of the above

2. Which one of the following best defines group solidarity?

a. Group solidarity is the sense of "unity and integration" felt among members of a unit.

b. Group solidarity is the internal discipline, loyalty to the leader and reciprocal obedience among the members of a unit.

c. Group solidarity is best described as a unification of interests among the members of a unit.

d. Group solidarity pertains only to the extent of an individual's positive identification with the group.

---

3. There are three elements which characterize group solidarity. Positive identification of the individual with the group is one of those elements.

Which one of the following best identifies the other two elements?

a. External cohesion, and mutual loyalty

b. Internal cohesion and empathy with the group

c. Internal cohesion and unification of interests

d. Mutual loyalty and disregard for personal welfare

4. Which one of the following activities should a good commander avoid in building solidarity?

a. Games

b. Informal chats

c. Rigorous inspections

d. Consistent and unresolved disagreements

---

5. Which of the following are general rules for the leader to follow in building or maintaining group solidarity? (There may be more than one answer to this question.)

a. Provide "rewards" to members.

b. Make goals extremely difficult to attain.

c. Help create a feeling of progress and an expectation of success.

d. It is more important to maintain communication among members, than between the leader and his group.

6. Which one (if any) of the following elements counteracts disruptive forces during combat?

a. Combat involves a major outside threat to the unit as a whole, resulting in weak, independent action among personnel.

b. In combat, there is strong pressure to resolve or repress internal antagonisms and disruptive behavior.

c. The leader alone must revive all the cohesion naturally lost during combat.

d. None of the above

Now, check your answers on page 14.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. a
3. c
4. d
5. a, c
6. b

If all your answers are correct, go to Summary 2 on page 29. If you missed one or more questions, go through Programed Sequence 1 on the next page.

Programed Sequence 1

OVERVIEW: In this programed sequence we are going to analyze two relatives of morale--group solidarity and esprit de corps. We shall examine some of the elements that characterize group solidarity, then proceed to the ways a leader can build or inspire solidarity in a group. We shall go on then to discuss esprit de corps, identifying its characteristics, and presenting some guidelines to follow in building or maintaining it in a group.

---

1 Group solidarity is the sense of unity and integration felt by a group. Though solidarity is a valuable asset to any group, e.g., in business, in education, etc., it is an essential element for any combat unit.

Which of the following correctly describes group solidarity?

a. It is the sense of being a valuable asset to the larger organization of which the group is a part.

b. It is the sense of unity and integration felt only by groups engaged in combat.

c. It is the sense of unity and integration felt by a group. Solidarity is an asset to any group, but is essential to a group engaged in combat.

2 There are three major components of group solidarity. The first component is "internal cohesion." Internal cohesion is mutual loyalty and reciprocal affection and respect. A cohesive force based on these interdependencies has long staying power and resists disintegration.

Group solidarity requires internal cohesion. This is: (Choose one.)

a. Mutual independence and staying power

b. Mutual loyalty and reciprocal affection and respect

---

3 The second component of group solidarity is unification of interests--the directing of all members' attention toward common goals.

Match each component of group solidarity with the correct description.

a. Unification of interests

b. Internal cohesion

1) Mutual loyalty and reciprocal affection and respect

2) All members' attention is directed toward group's common goals.

4 The third component necessary for group solidarity is strong individual identification with the group. This means, in short, that the individual should tend to think of the goals of the group as his goals and the welfare of the group as his own welfare.

Which one of the following men has achieved strong group identification?

a. The person who thinks of himself and the group as "we".

b. The person who thinks of himself first, then of the group.

---

5 Which of the following is <u>not</u> an element necessary for group solidarity.

a. Internal cohesion

b. Unification of interests

c. Strong identification with the group

d. Strong sense of self

6 Group solidarity can be critical. It adds to the effectiveness of a trained and skilled unit, especially in stress situations where teamwork is essential.

But sometimes the solidarity of a single group becomes a headache to organization leaders. This can happen when unit members decide that they are so "different" or so "special" that they deserve unique treatment.

What is likely to result from excessive group solidarity?

a. Group members may try to develop goals which are not in harmony with the rest of the organization, and conflicts will result.

b. Group members will receive special or unique treatment because of their solidarity.

---

7 Often the goals determined by a group or an organization will conflict with those of an individual. This is not a major problem for group solidarity since most persons expect and tolerate some conflict. In fact, there is a whole "zone of indifference" in most people. A person usually refuses to cooperate only when he has become convinced that the conflict is fundamental to his entire value system.

Which of the following statements is true?

a. Conflict between individual and organizational goals is always a threat to group solidarity and should be avoided.

b. Conflict between individual and organizational goals is not a major threat to group solidarity, since most persons expect and tolerate some conflict.

8 Now, from the practical standpoint, let us consider some of the factors a good leader seeks to foster in order to promote solidarity in his unit. First of all, try to provide an opportunity for your men to develop close associations. Men must be able to spend an adequate amount of time together.

This means that the leader should see that: (Choose one.)

a. Group activity must not be unduly disturbed in order to accomplish tasks elsewhere and with other units.

b. Group activity takes precedence over all other considerations, including mission accomplishment.

c. Both of the above

d. None of the above.

---

9 Secondly, remember that your men should share a common purpose. An acceptable common purpose necessitates teamwork. Think in terms of sailing a boat. Obviously the crew must work in harmony. . .they must plan to come about together. . .they must share a common purpose.

In order to foster group solidarity, a leader should see that his men: (Choose one.)

a. Engage in individual competition

b. Share a common purpose

c. Always enjoy working together

10 A third aid toward building solidarity is the recalling of an accomplishment such as a dangerous or a unique experience.

The fourth way in which you may build solidarity is through competition. Intramural sports help to develop new respect and esteem among team members. In the final contest, winning or losing will not be critical. What is critical, however, is the team's sense of unity. Competition in all sports--softball, soccer, basketball--binds a group together.

A fifth and final way in which you may foster group solidarity is by promoting interpersonal communication--helping your men to know and understand each other.

Select the five ways in which a leader can promote group solidarity.

a. Provide opportunity for men to develop close associations.

b. See that men share a common purpose

c. Remind men of a shared dangerous or unique mission

d. Stress competition between your group and other groups

e. Support individual competition within the group

f. Keep men informed, stress communication among them

g. Select from the group those men whom you feel are outstanding and get them to inspire the others.

11. A good leader must not only know the characteristics of group solidarity and how to achieve it, but he must also maintain a constant alert for negative factors which may affect group solidarity.

Detriments to group solidarity include: 1) unaccepted differences, 2) rapid membership changeover, and 3) unresolved disagreements over ways to achieve common goals, and 4) pursuit of goals by different parts of the organization.

For each lettered example select the number of the negative factor illustrated.

a. A farmer's son from the midwest and a New York City mailman have quite different views and backgrounds. They disagree politically, antagonize each other socially, and cannot work together in the group without causing some outburst of antagonism.

b. The men of Charley Company were in continual disagreement with their commanding officer regarding the best means to achieve the unit's objective

c. "A" Division always seemed like transient headquarters for the ship. School quotas, special details, TAD assignments hit "A" Division the hardest.

d. The Chiefs on board a small ship had one goal, the Firstclass had another and the JO's were always off on their own tangent.

1) Unaccepted differences
2) Rapid membership changeover
3) Unresolved differences on ways to achieve common goals
4) Pursuit of goals by different parts of the organization

12 We have learned about the characteristics--both positive and negative--affecting group solidarity. Our next step is to consider specific actions a good leader may take to build and maintain group solidarity?

The effective leader never neglects the importance of goals. He leads the way with clarity. He makes goals concrete, meaningful, and immediate. He also offers rewards--pertinent rewards. This does not mean a special decoration in every circumstance. The reward may be a simple form of reinforcement such as praise for a job well done.

An effective leader creates a feeling of progress and an atmosphere of success. Periodically he points to the group's past record with pride, and thus develops continuous expectations of success. Finally he sees that his men relate as well as simply talk with one another. Only continuous and productive communication both between leader and members, and among members, will assure understanding and prevent disagreements obstructing goal attainment.

13 Which of the following correctly summarizes the ways in which a leader may promote group solidarity?

a. An effective commander provides concrete goals; he offers rewards; he creates expectations of success, and stresses communication.

b. An effective commander maintains an appropriate distance from the group, strives primarily for his own personal success, and goes along with his group's wishes whenever possible.

c. Both of the above

d. None of the above

---

14 Combat affects group solidarity both negatively and positively. From the negative standpoint---there is fear, there is physical deprivation (perhaps hunger, thirst, or pain), there are personnel losses and accompanying emotional impacts. Communication breaks down and individuals are isolated from their buddies.

From a positive standpoint---a confrontation with an enemy forces unit members to depend upon one another for survival. Under stress conditions, internal antagonisms and disruptive behavior tend to be repressed.

Another positive aspect of combat is its clear and precise goal. All personnel know the group's objective, and usually each man has been assigned a precise duty towards "mission accomplishment". In addition to clear objectives and specific duties, there is a powerful sense of immediacy and vitality of purpose. The enemy must be defeated! The combat situation inspires teamwork. It requires group harmony because each man's life depends largely on the actions of others.

In combat, too, attachment to and identification with one's own unit becomes all important; personal goals, attachments, and diversions become secondary.

15 How might one best summarize the effects of combat upon group solidarity?

a. It tends to disrupt group solidarity.

b. It eliminates the need for group solidarity, since the emergency situation makes solidarity unnecessary.

c. It both disrupts and cements group solidarity. The disruptive elements, e.g., fear, pain, deprivation, are counteracted by positive forces, strengthened group interdependency, immediacy and definitiveness of goals, and strong pressure to resolve or repress internal antagonism in the face of a major threat to unit as a whole.

This is the end of Programed Sequence 1. Now, take Summary Post-Quiz 1 on the next page.

Summary Post-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best defines group solidarity?

   a. Group solidarity is best described as a unification of interests among the members of a unit.

   b. Group solidarity is the sense of "unity and integration" felt among members of a unit.

   c. Group solidarity is the internal discipline, loyalty to the leader, and reciprocal obedience among the members of a unit.

   d. Group solidarity pertains to the extent of an individual's positive identification with the group.

---

2. Which of the following best explains how combat affects group solidarity?

   a. Combat has no noticeable effect upon group solidarity if the general morale of the unit is high.

   b. Combat has no positive effects upon group solidarity. It causes a group which had weak solidarity, to lose unity and integration.

   c. Combat has both positive and negative effects on group solidarity. On the positive side, it can strengthen the threads of unity and integration. On the negative side, such elements as fear, physical deprivation, personnel losses, and communication breakdowns tend to disrupt group solidarity.

   d. None of the above

3. There are three elements which characterize group solidarity. Positive identification of the individual with the group is one of those elements.

Which one of the following best identifies the other two elements?

a. Mutual loyalty and disregard for personal welfare
b. Internal cohesion and empathy with the group
c. External cohesion, and mutual loyalty
d. Internal cohesion and unification of interests

---

4. Which one of the following activities should a good commander avoid in building solidarity?

a. Consistent and unresolved disagreements
b. Rigorous inspections
c. Informal chats
d. Games

5. Which one (if any) of the following elements counteracts disruptive forces during combat?

a. The leader alone must revive all the cohesion naturally lost during combat.

b. In combat, there is strong pressure to resolve or repress internal antagonisms and disruptive behavior.

c. Combat involves a major outside threat to the unit as a whole, resulting in weak, independent action among personnel.

d. None of the above

---

6. Which of the following are general rules for the leader to follow in building or maintaining group solidarity? (There may be more than one answer to this question.)

a. Make goals difficult to attain

b. Provide "rewards" to members

c. Help create a feeling of progress and an expectation of success

d. It is more important to maintain communication among members, than between the leader and his group.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. c
3. d
4. a
5. b
6. b, c

Now, go to Summary 2 on the next page.

Summary 2

Now let us turn to esprit de corps which takes solidarity one step further.

Esprit de corps is a feeling that inspires enthusiasm, devotion, and zealous regard for the honor of the group. Esprit has certain features in common with group solidarity, but it is more than that. It requires a strong identification with the larger organization; solidarity does not.

A group may be especially efficient or very well disciplined without exhibiting any esprit de corps. It may even demonstrate itself as an extremely well integrated unit without experiencing that "special feeling" of esprit.

Let us examine ways in which esprit de corps can be developed through identification.

1) The leader can stimulate the individual toward perceiving his own unit as the most important group existing in his military life.

2) The leader can attempt to provide concrete and worthwhile goals through formal organization channels. Each individual should live, receive his orders, and perform his duties habitually within the larger framework. This will aid in group identification.

3) The leader can help provide identifying symbols or slogans which might help in fulfilling his men's need to belong. Identifying symbols, such as in the Green Berets, might already exist, and need only to be stressed.

You must remember that too much emphasis upon the "different" or "special" aspect of your unit can bring harmful effects. No unit has true esprit if it does not see itself functioning as a part of the larger organization. Likewise, too much reliance on artificial aids to esprit only invites disaster. It weakens the fibers of the larger organization.

A leader should search to find a means of measuring the amount of esprit in his unit. He should not, however, assume that the degree of esprit is a stable factor. This will not be the case. Esprit is fluid and flexible.

A leader should remain alert to the emergence of the following indicators of esprit.

1) He should listen for expressions of enthusiasm and pride among his men in regard to their unit. He should listen for the "we" in their conversations--at chow, in their quarters, in the field.

2) He should get a feeling for his unit's reputation compared to the reputation of other units. A favorable reputation is a valuable asset--it gives the men a reason to be proud.

3) A good leader watches for opportunities to develop his organization's competitive spirit. Basketball, football, softball, or baseball games and the spirit surrounding any team effort are significant sources of esprit.

4) What about the unit's willingness to keep trying under adverse conditions? Its staying power under stress? The leader must watch for these tendencies. Will his unit buckle emotionally or withstand two weeks in the field with no opportunity for bath, a hot meal or sound sleep?

5) Considering readiness of the men to help one another is still another way to measure esprit in a unit. When injury or illness occurs, is willing assistance offered?

There are five qualities which contribute to esprit. The good leader seeks to build and maintain these qualities within his unit. These qualities are: pride within the unit, a good reputation among other units, a desire for competition, staying power, and a willingness to be helpful.

There are five common deterrents to esprit: 1) a leader who does not inspire confidence; 2) small groups of men within a unit maintaining conflicting goals; 3) individuals who are reluctant to cooperate with the other members; 4) a rapid turnover of personnel within the unit--especially if this turnover includes the leader; 5) insufficient recognition of a unit's achievements, causing members to feel unappreciated, ignored or slighted.

Let us now consider some general rules that you as the leader should follow in order to build and maintain esprit.

First of all, let's look at an unpleasant situation. Let's assume that your ship has just arrived in port. Your men have been assigned to prepare the deck for painting while the rest of the crew is on liberty. Now it is not necessary for the leader to be present. You have already assigned all duties. But if you remain on deck and encourage the men, the situation takes on added significance. In this case, you,as leader, are contributing "just a little extra." You are giving special attention to the problems over which you have some control. You are not asleep, nor enjoying yourself off ship. You are with your men, seeing that the job gets done properly and assisting where necessary.

Remember that true esprit and pride are more easily developed if each member of the group is aware of the unit's common interests and significant goals. This spirit is dependent upon the satisfactions each member derives from just being a part of the group. Any officer feels more content when he knows that his actions are accepted and approved by his fellow officers. Clear expressions of disapproval or appropriate punishment should always be recommended for unit members who fail to cooperate. Always remember that unit spirit is largely dependent upon the leader. Unit spirit can be increased if you set and demand high standards of performance from your men.

Another way the leader can stimulate esprit is to volunteer his unit to do things that will demonstrate its proficiency and that may result in its special recognition. Another valuable rule pertains to inspections. Always maintain rigid inspection standards. If your men know that it is more difficult to meet your inspection standards than those of any other inspecting officer, your approval will reinforce their confidence.

This brings us to the close of our discussion of group solidarity and esprit, two close relatives of morale. You have learned their distinguishing characteristics and what you, as a leader, can do to further develop these qualities.

This is the end of Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Esprit de corps is best defined as which of the following?

   a. Esprit is a strong feeling of identification with the larger organization which inspires enthusiasm, devotion, and zealous regard for the honor of the group.

   b. Esprit is a strong feeling of solidarity, reflected in the amount of efficiency and discipline in a group. It results in increased enthusiasm, devotion, and zealous regard for the honor of the group.

   c. Esprit is the strong feeling of solidarity exhibited in a group inspired by the presence of an identifying symbol or slogan, or the possibility of reward or decoration.

   d. Esprit is the state of mind of an individual that has been produced by all the circumstances which make his membership in a group rewarding and satisfying.

---

2. Which of the following reflects the relationship of esprit de corps to solidarity?

   a. Esprit de corps encompasses group solidarity and cohesion.

   b. Esprit de corps is not synonymous with group solidarity.

   c. Maintaining high esprit de corps means developing and maintaining a strong identification with a larger organization. Solidarity does not require this identification.

   d. All of the above

3. Which of the following should a good leader try to promote in developing esprit?

a. Competitive team effort

b. Efforts to gain or maintain a good reputation among other units

c. Cooperation among members

d. All of the above

---

4. How may the leader himself help build and encourage esprit?

a. He can stay with his men in critical or unpleasant situations, inspect with vigor, and insist upon high standards of performance from his men.

b. He can help develop group pride, and stress the need for team effort as well as individual cooperation.

c. He can stress areas in which his unit is proficient or outstanding, and see that these proficiencies are recognized.

d. All of the above

Now, check your answers on page 36.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. d
3. d
4. d

If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

OVERVIEW: In this programed sequence we shall discuss esprit de corps, an elusive spirit which has certain features in common with group solidarity, but which extends farther than it. We shall discuss some indicators of esprit, some deterrents to it, and finally, suggest some ways in which a leader can help develop esprit.

---

1 Esprit de corps is a feeling that inspires enthusiasm, devotion, and zealous regard for the honor of the group. Though esprit has some features in common with group solidarity, it differs from it in that esprit requires a strong identification with the larger organization.

Which of the following correctly describes esprit?

a. A strong feeling of identification with the larger organization

b. A feeling that inspires enthusiasm, devotion, and zealous regard for the honor of the group

c. Both of the above

d. None of the above

2 A group may be especially efficient or very well disciplined without exhibiting any esprit de corps. It may even demonstrate itself as an extremely well integrated unit without experiencing that "special feeling" of esprit.

Read the following example, which illustrates how one leader helped develop esprit de corps, then answer the question.

> Marine Captain Dobbs assumed command of Delta Company when the former commander was reassigned to the Regiment.
>
> He noted that although the company operated commendably, spirit was lacking. Consequently, he read through the battalion's history, and noticed that during World War II, Delta Company had killed more Japanese than any company in the battalion. He then resurrected Delta Company's old nickname of "The Giant Killers," and told the platoon leaders of Delta's exploits in World War II and Korea. CAPT Dobbs instructed the platoon leaders to pass these stories on to the men, along with frequent use of the nickname, "The Giant Killers." The plan worked! The unit's esprit developed and its reputation as "The Giant Killers grew throughout the battalion. This, in turn, increased esprit even further.

Which of the following correctly describes how CAPT Dobbs helped build esprit in his unit?

a. He stressed the uniqueness of the group so that it felt that it deserved special privileges.

b. He revived an identifying slogan that had long been associated with the unit and reminded the men of what it stood for.

3 Let us examine ways in which esprit de corps can be developed through identification.

1) The leader can stimulate the individual toward perceiving his own unit as the most important group existing in his military life.

2) The leader can attempt to provide concrete and worthwhile goals through formal organization channels. Each individual should live, receive his orders, and perform his duties habitually within the larger framework. This will aid in group identification.

3) The leader could follow the example of CAPT Dobbs and provide or stress identifying slogans or symbols which might help fulfill his men's need to belong. Identifying symbols might already exist, e.g., in the Green Berets, and need only to be stressed.

4) Remember that too much emphasis upon the "different" or "special" aspect of your unit can bring harmful effects. No unit has true esprit if it does not function as a part of the larger organization.

4 What might you assume is the risk of bringing too much attention to the "different" or "special" aspect of a unit?

a. Too much reliance on artificial aids only invites disaster. It weakens the fibers of the larger organization.

b. Too much reliance on artificial aids may keep the unit from carrying out the objectives of the larger organization.

c. Both of the above

d. None of the above

5 A leader should search for a means of measuring the amount of esprit in his unit. He should not, however, assume that the degree of esprit is a stable factor. This is not so. Esprit is fluid and flexible. A leader should remain alert to the emergence of the following indicators of esprit.

INDICATORS OF ESPRIT

1) He should listen for expressions of enthusiasm and pride among his men in regard to their unit. He should listen for the "we" in their conversations, at chow, in their quarters, in the field.

2) He should be interested in his unit's reputation compared to the reputation of other units. A favorable reputation is a valuable asset--it gives the men a reason to be proud.

3) A good leader watches for opportunities to develop his organization's competitive spirit. Basketball, football, softball, or baseball games and the spirit surrounding any team effort add to esprit.

4) The leader must study the unit's willingness to keep trying. Staying power under stress indicates high esprit.

5) Considering readiness of the men to help one another is still another way to measure esprit in a unit.

6 There are, as you have seen, five qualities which contribute to esprit de corps in a given group. How may a knowledge of these qualities help you as a leader?

a. You will be able to tell immediately whether or not a group possesses esprit by checking to see if the group has all five qualities.

b. Checking for these five qualities will enable you to judge more accurately whether or not a group possesses esprit, and what's more important, you will know in which areas you might work to build esprit.

---

7 There are five common deterrents to esprit: (1) a leader who does not inspire confidence; (2) small groups of men within a unit which maintain conflicting goals; (3) individuals who are reluctant to cooperate with the other members; (4) a rapid turnover of personnel within the unit--especially if this turnover includes the leader; (5) insufficient recognition of a unit's achievements, causing members to feel unappreciated, ignored or slighted.

Except for deterrent number four, which is conceivably out of the leader's control, what is true of the other deterrents to esprit?

a. They would prevent any group from functioning efficiently together.

b. They are all deficiencies, which may be counteracted by perceptive and strong leadership.

8 Let's look at an unpleasant situation. A ship has just arrived in port. . .the men in Unit A have been assigned to prepare the deck for painting while the rest of the crew is on liberty. It is not necessary for the Unit A's leader to be present since he has already assigned all duties. Nevertheless, he remains on deck and encourages his men, giving special attention to the problems over which he has some control. This leader could be asleep, or enjoying himself off ship, but remains with his men, seeing that the job gets done properly and assisting where necessary.

How is the leader described above contributing to his units esprit de corps?

a. He is probably increasing the unit's esprit by showing that he too is willing to make sacrifices when necessary.

b. He is probably negatively affecting the unit's esprit. His remaining on board indicates a lack of trust of his unit's ability to get the job done.

---

9 Some general notes for a leader to follow in building esprit are given below. Read them, then answer the question.

1) Give special attention to those problems over which you have control, i.e., be with your men when they have to accomplish a distasteful task; show your concern.

2) Recognize that true esprit and pride can be developed if each member of the group knows the group's common interest and is willing to cooperate toward the common goal.

3) Unit spirit can be established and assisted if you set and demand high standards of performance of your men.

4) Make sure that every man knows he is important to the team.

5) Volunteer to do things that will demonstrate your unit's proficiency and that might result in special recognition.

6) Inspect frequently and thoroughly.

What overall principle should a leader keep in mind when attempting to build esprit de corps.

a. That though esprit de corps is an elusive spirit, it can still be assessed or increased through the leaders efforts.

b. That esprit de corps requires above all, a strong sense of identification with the formal organization.

c. Both of the above

d. None of the above

SUMMARY: You have considered two close relatives of group morale--solidarity and esprit. You have learned their distinguishing characteristics and what you, as a leader, can do to further develop these qualities.

Now, take Summary Post-Quiz 2 on the next page.

Summary Post-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following reflects the relationship of esprit de corps to solidarity?

   a. Esprit de corps encompasses group solidarity and cohesion.

   b. Esprit de corps is not synonymous with group solidarity.

   c. Maintaining high esprit de corps means developing and maintaining a strong identification with a larger organization. Solidarity does not require this identification.

   d. All of the above

---

2. Esprit de corps is best defined as which of the following?

   a. Esprit is the state of mind of an individual that has been produced by all the circumstances which make his membership in a group rewarding and satisfying.

   b. Esprit is the strong feeling of solidarity exhibited in a group inspired by the presence of an identifying symbol or slogan, or the possibility of reward or decoration.

   c. Esprit is a strong feeling of identification with the large organization which inspires enthusiasm, devotion, and zealous regard for the honor of the group.

   d. Esprit is a strong feeling of solidarity, reflected in the amount of efficiency and discipline in a group. It results in increased enthusiasm, devotion, and zealous regard for the honor of the group.

3. How may the leader himself help build and encourage esprit?

a. He can stay with his men in critical or unpleasant situations, inspect with vigor, and insist upon high standards of performance from his men.

b. He can help develop group pride, and stress the need for team effort as well as individual cooperation.

c. He can stress areas in which his unit is proficient or outstanding, and see that these proficiencies are recognized.

d. All of the above

---

4. Which of the following should a good leader try to promote in developing esprit?

a. Competitive team effort

b. Efforts to gain or maintain a good reputation among other units

c. Cooperation among members

d. All of the above

Now, check your answers on page 48.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. d
2. c
3. d
4. d

This is the end of Part Nine, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

GROUP SOLIDARITY AND ESPRIT

PROGRESS CHECK

Question 1.

Select the statement that best describes how group solidarity can add to the effectiveness of a trained and skilled unit.

a. Group solidarity adds to effectiveness by increasing the chances of the unit to operate at maximum efficiency under stress conditions.

b. Group solidarity enables the leader to delegate authority to subordinates, therefore making them more competent.

c. Group solidarity will undoubtedly cause incompetent seamen to seek self-improvement.

d. Group solidarity causes commanders to assign effective units to easy tasks.

Question 2.

ENS Biff's first shipboard assignment was to take over a Division that had, at one time, the best reputation on the ship. About a month before Biff took over, there had been a large turnover of personnel throughout the ship. Biff's Division had been one of the hardest hit. It didn't take Biff long to realize that some positive leadership was needed. The senior petty officers were telling Biff one thing and they were telling the nonrated men something entirely different. Cliques were beginning to form throughout the Division. Unit members' participation in voluntary projects was nil. It appeared that "me" was completely dominating the "we."

Which of the following statements most correctly identifies the factor or factors which caused the breakdown of this group's solidarity and briefly outlines the steps the leader should follow to re-establish solidarity?

a. Continuity of personnel is one of the major components of group solidarity and the lack of it in Biff's Division is his major problem. He should request relief from the Executive Officer and the Personnel Officer--that no more new personnel be assigned his Division until he can build some group solidarity.

b. Passing of different word by the Senior Petty Officers is the major cause of the breakdown in group solidarity. ENS Biff should ensure that his Petty Officers pass the straight word--reduce their orders to clear, concise terms and provide written memorandums.

c. The major components of group solidarity that have broken down are the lack of mutual loyalty and reciprocal affection plus the deterioration of a unification of interests. ENS Biff should get the Division together and talk to them as a group, explaining the importance to the ship and the Division of loyalty up and down--or working together as a group whenever possible.

d. Cliques are completely undesirable and detrimental to good order and discipline. This is the major cause of ENS Biff's problems with his Division. Biff should disband all the cliques and issue orders against the formation of new ones.

Question 3.

Select the factors which would best enhance the development of group solidarity.

a. Lack of competition with other groups; common purpose requiring teamwork among members

b. Close association among group members; interpersonal communications within the group

c. Common unique experiences of the group; lack of competition with other groups

d. Interpersonal communications within the group; no common unique experience of the group

Question 4.

CPO Plotz was informed by ENS Crawford that the Captain's quarters were to be cleaned thoroughly. This task was to be completed by Plotz's men by late Friday afternoon, before the crew departed on liberty. CPO Plotz assigned four men to swab the deck, vacuum the overstuffed chairs, and remove the dust from even the most remote corners and hidden areas. At two o'clock in the afternoon CPO Plotz was satisfied that the Captain's quarters would meet the ensign's standards. ENS Crawford inspected the area and vehemently expressed his dissatisfaction. Slapping the cushions vigorously, Crawford reprimanded the chief for not cleaning out all the dust. Two hours later, Crawford returned for a final inspection. Again he castigated the chief for not cleaning the cushions. He also concluded that the deck was unacceptable, since the men had walked over it leaving footprints everywhere. ENS Crawford said that if these items were not corrected in one hour, none of the men would be given liberty. CPO Plotz attempted to explain that the cushions could not possible be cleaned unless they were done professionally. ENS Crawford did not reply. After the last inspection, ENS Crawford ordered the men to remain aboard for the evening.

Select the rule(s) for maintaining group solidarity which has/have been ignored by ENS Crawford.

a. See that the group is provided no "rewards."

b. Help create a feeling of progress and an expectation of success.

c. Stress the group's responsibility for teamwork to achieve a goal.

d. Both b and c

Question 5.

Which statement(s) best explain(s) how combat may positively affect group solidarity?

a. Combat involves a major outside threat to the organization. Stress conditions, internal antagonisms, and disruptive behavior tend to be repressed.

b. Combat develops individual confidence and reduces the requirement for group dependency.

c. Combat reduces the outside threat with positive action thereby reducing disruptive behavior and group solidarity.

d. All of the above

Question 6.

Select the statement which best explains the relationship between solidarity and esprit de corps.

a. Esprit de corps and group solidarity are synonymous.

b. Esprit de corps involves not only solidarity and cohesiveness, but requires close ties to larger organization.

c. Group solidarity is not related to esprit since group solidarity is not helped by enthusiasm.

d. Esprit de corps can develop despite the group's disagreement with organizational goals.

Question 7.

Midshipmen Ensigns Carter, Cherney, and Vasquez discussed naval military tactics each evening following dinner. Sometimes these conversations lasted several hours. Often these conversations were interrupted by plebes in their respective squads who wanted advice on certain personal problems. Cherney and Vasquez invariably appeared irritated and instructed the plebes to "bother" the assistant squad leader. MIDN Carter approached the situation by excusing himself from the conversation and attempting to remedy whatever perplexed the fourthclassmen. If he could not help, Carter directed the plebe to the proper source.

Select the statement which best describes the probable consequences of Midshipmen Vasquez and Cherney's obvious lack of identification with their squads.

a. Their squads will probably contribute more points than MIDN Carter's in their company's effort to win the "Color Company" competition.

b. Their squads will probably increase their individual efforts to win the "Color Company" competition.

c. The members of their squads will seek assistance outside their squad and overall performance may be adversely affected.

d. The members of their squads will probably be unaffected by their disinterested attitudes.

Question 8.

Select the statement which indicates the presence of esprit de corps.

a. The 4th Company fieldball team has two outstanding players. Other team members boast of the record they will build because of these two outstanding men.

b. The comment, "We can out-hike any other platoon in the battalion," was often heard from Marine LT Sharp's platoon. The platoon did, in fact, excel in hiking.

c. Members of the 21st Company were known as the most efficient, well disciplined company.

d. LT Gregg's petty officers were always bringing up the fact that their unit had the most regulation Division Officer in the fleet.

Question 9.

From the following choices select the response which indicates the rule(s) a leader should follow in building esprit de corps in his unit.

a. The leader can overlook lack of cooperation with the rest of the unit by one or several members.

b. The leader can remain with his unit at times when they have to work when he might otherwise not have to be present.

c. The leader can demand high standards of performance and encourage his men to attain these goals.

d. Both b and c

Nine/II/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Nine SEGMENT II

REMEDIATION TEXT Syndactic Text-Volume IX-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Summary 1 Pages 1-3
2	c	Summary 1 Pages 4-8
3	b	Summary 1 Pages 4-6
4	b	Summary 1 Pages 4-7
5	a	Summary 1 Pages 7-8
6	b	Summary 1 Pages 1-3
7	c	Summary 1 Pages 1-3
8	b	Summary 2 Pages 29-31
9	d	Summary 2 Pages 31-33
10		
11		
12		
13		
14		
15		

PROGRAM FRAME ANSWERS

PART NINE

Segments I & II

PROGRAM FRAME ANSWERS

PART Nine SEGMENT I TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence 1	
1	b
2	b
3	a-2,b-1
4	b
5	a
6	b
7	c
8	b
9	b
10	b
11	a
12	d
13	c
14	c

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence 2	
1	a
2	d
3	a
4	b
5	c
6	a
7	no response
8	a, b, c
9	a
10	no response

PROGRAM FRAME ANSWERS

PART Nine SEGMENT II TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	c
2	b
3	a-2 b-1
4	a
5	d
6	a
7	b
8	a
9	b
10	a,b,c d,f
11	a-1,c-2 b-3,d-4
12	No Response

FRAME OR QUESTION NUMBER	CORRECT ANSWER
13	a
14	No Response
15	c
PROGRAMED SEQUENCE 2	
1	c
2	b
3	No Response
4	c
5	No Response
6	b
7	b
8	a
9	c